DOCUMENT RESUME

ED 395 082 UD 030 919

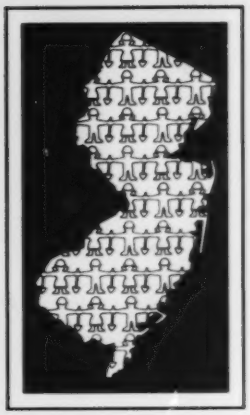
AUTHOR Cote-Bonanno, Joanne F.; And Others
TITLE Enrollment Report, 1995.
INSTITUTION Montclair State Univ., Upper Montclair, NJ. Career Equity Assistance Center for Research and Evaluation.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE 95
NOTE 29p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business; Computer Science; *Displaced Homemakers; *Enrollment; Equal Opportunities (Jobs); Federal Aid; Federal Legislation; Females; Marketing; Minority Groups; *Nontraditional Occupations; *One Parent Family; Technical Occupations; *Vocational Education
IDENTIFIERS *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

ABSTRACT

The Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) targets the single parent and homemaker populations for vocational education services and activities. This report presents enrollment statistics from New Jersey secondary and adult occupational enrollment and single parent/homemaker programs offered through the Perkins Act set aside for 1993-94. Data organized by occupational cluster did not show any significant trend toward increasing the number of males or females in work programs not traditional for their genders, but program data for set aside programs showed significant numbers of students, single parents, and displaced homemakers enrolled in occupational programs nontraditional for their gender. A trend toward gender balance was seen in secondary marketing, vocational home economics, and business management clusters. Adult student enrollment was also tending toward more balance in marketing areas, vocational home economics, and computer and information science. Includes an extensive list of recommendations for future career training programs. (Contains 1 table and 15 figures.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****



NEW JERSEY
CAREER EQUITY ASSISTANCE CENTER

ED 395 082

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Cole-Bowman
NJ Career Equity

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

ED 380919

CAREER EQUITY ASSISTANCE CENTER FOR RESEARCH AND EVALUATION
MONTCLAIR STATE UNIVERSITY
LIFE SKILLS CENTER
UPPER MONTCLAIR, NJ 07043
201-655-4172

P.L. 101-392

GENDER EQUITY IN NEW JERSEY

SECONDARY AND ADULT ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS

and

SINGLE PARENT AND EQUITY PROJECTS

Prepared by:

Career Equity Assistance Center
for Research and Evaluation
Life Skills Center
Department of Home Economics
College of Education and Human Services
Montclair State University
Upper Montclair, NJ 07043

Joanne F. Coté-Bonanno, Ph.D., Project Director
Joan D. Bernstein, Ed.D., Project Director
Jerry Carver, M.A., Project Coordinator
Marjorie Doremus, Ph.D., Project Coordinator
Gail Wojtowicz, B.S., Project Assistant

Funded through the Carl D. Perkins Act
Equity Provisions P.L. 101-392
New Jersey State Department of Education
Patricia Ann Mitchell, Ph.D., Sex Equity Coordinator

DISCLAIMER

Discrimination Prohibited - Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Therefore, the Vocational Education Program, like all other programs or activities receiving financial assistance from the Department of Education, must be operated in compliance with this law.

This report represents the findings of the authors. Opinions expressed do not necessarily reflect the position or policy of Montclair State University or the New Jersey Department of Education, Office of Bilingual Education and Equity Issues, and no official endorsement should be inferred.

Life Skills Center — Montclair State University, Upper Montclair , New Jersey 07043

ACKNOWLEDGMENTS

Appreciation is expressed to the many individuals who have contributed to the compilation of this report. Special thanks to Gil Klajman, our statistical and technical consultant, for his valuable assistance. Gratitude is extended to Carmela Joseph, New Jersey Department of Education, for providing the necessary enrollment data. Recognition is given to the Single Parent and Homemaker and Gender Equity Program Coordinators and their clients for their cooperation in collecting the data included in this report. A special note of thanks is extended to Patricia Mitchell, New Jersey State Gender Equity Coordinator, for her support and guidance of this report.

Joanne F. Coté-Bonanno, Project Director
Joan D. Bernstein, Project Director
Jerry Carver, Project Coordinator
Marjorie Doremus, Project Coordinator

TABLE OF CONTENTS

DISCLAIMER 2
ACKNOWLEDGMENTS 3
INTRODUCTION 5
TOTAL SECONDARY AND ADULT ENROLLMENT 6
TOTAL SECONDARY AND ADULT ENROLLMENT BY GENDER 7
TOTAL SECONDARY AND ADULT ENROLLMENT BY PROGRAM 8
SECONDARY ENROLLMENT BY GENDER 9
ADULT ENROLLMENT BY GENDER 10
SECONDARY NONTRADITIONAL ENROLLMENT TRENDS 11
ADULT NONTRADITIONAL ENROLLMENT TRENDS 12
SECONDARY PROGRAMS
HIGHEST GENDER SEGREGATED ENROLLMENTS 13
ADULT PROGRAMS
HIGHEST GENDER SEGREGATED ENROLLMENTS 14
PROFILE OF SINGLE PARENTS AND HOMEMAKERS 16
BARRIERS TO SELF SUFFICIENCY 18
WORKSHOPS ON SITE 19
PROFILE OF STUDENTS IN PROGRAMS FOR GENDER EQUITY 20
PROJECTS FOR GENDER EQUITY 23
SUMMARY 24
RECOMMENDATIONS 25

INTRODUCTION

Occupational training in nontraditional programs gives women the advantage of obtaining employment with higher salaries, opportunities to advance, benefits, and greater job satisfaction. The New Jersey Department of Education is dedicated to providing equitable educational opportunities for women and men in nontraditional occupations. The Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) targets the single parent and homemaker population for vocational education services and activities designed to meet the special needs of this group.

This report presents the enrollment statistics from the New Jersey Department of Education secondary and adult occupational enrollment and single parent/homemaker programs for 1993-94. In this report:

- Secondary female and male and adult female and male student occupational enrollments are compared.
- Cluster training programs are presented for secondary and adult enrollment by program and gender.
- Programs are defined as nontraditional when the enrollment is dominated by 75 percent or more of the opposite gender.
- A profile of single parents and homemakers is presented and related services are identified.
- A profile of students in programs for gender equity is presented.

The purpose of this report is to provide an overview of programs and services which provide and are relevant to the needs of these targeted populations.

Programs offered through the Perkins Act gender equity set aside in New Jersey are consistent with the *Strategic Plan for Systemic Improvement of Education in New Jersey*. One of the most relevant relationships between the Strategic Plan and the Perkins Act programs, pertains to identifying corrective actions to address educational inequities resulting from gender discrimination and bias. Current programs designed to increase knowledge of equity standards are addressing economic disparity based on gender.

At a time when New Jersey's educational system is emphasizing the importance of gender equity by the inclusion of this concept in the *Strategic Plan for System Improvement of Education in New Jersey*, the continuation and expansion of the gender equity set aside programs is of particular importance.

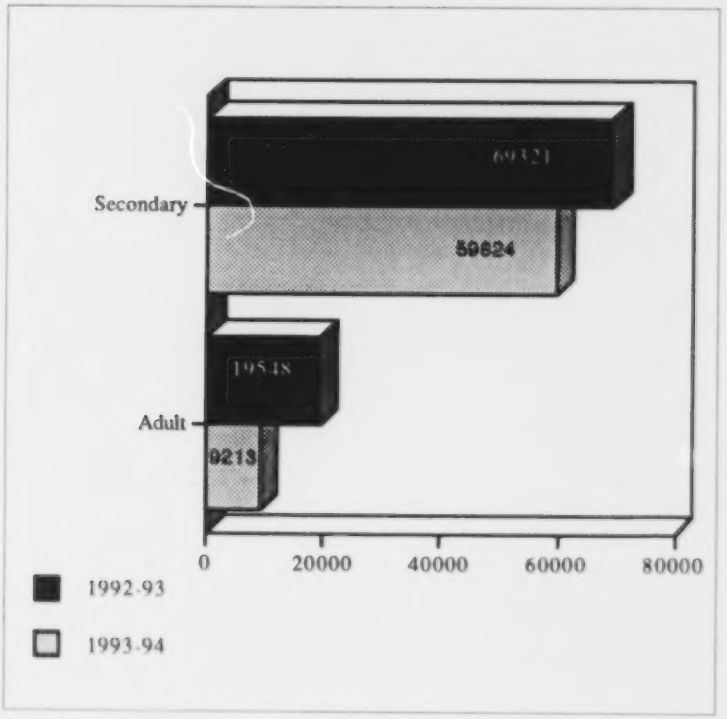
The statistics used in this report represent the data through 1995.

VOCATIONAL ENROLLMENTS

TOTAL SECONDARY AND ADULT ENROLLMENT

1993-94

Vocational education refers to organized educational programs offering a sequence of courses which are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Total enrollment includes the total number of secondary and adult students enrolled in vocational education in New Jersey.



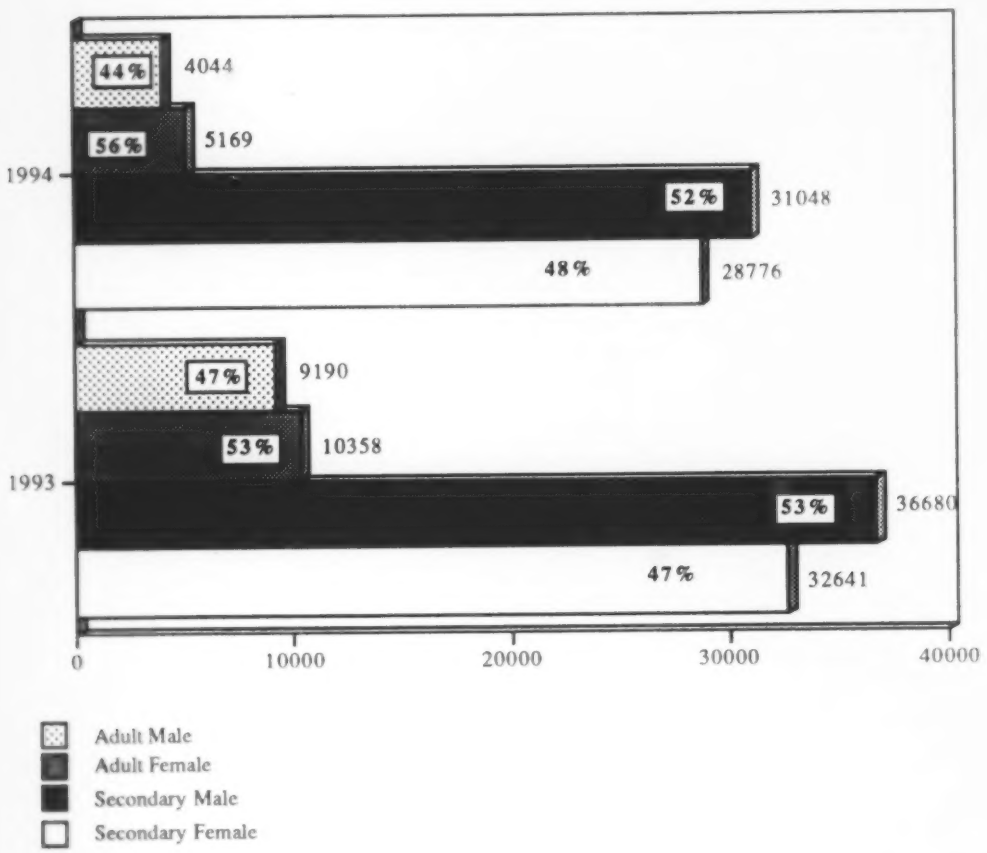
- Over 69,000 students were enrolled in vocational programs during the 1993-94 school year. Secondary students numbered 59,824 of the total enrollment and adult students numbered 9,213.
- From 1992-93 to 1993-94 enrollment in secondary schools declined 8% while adult enrollment decreased 36%.
- Secondary schools comprised 87% of total enrollment of the 1993-94 school year while adult enrollment was 13%.

Life Skills Center — Montclair State University, Upper Montclair , New Jersey 07043

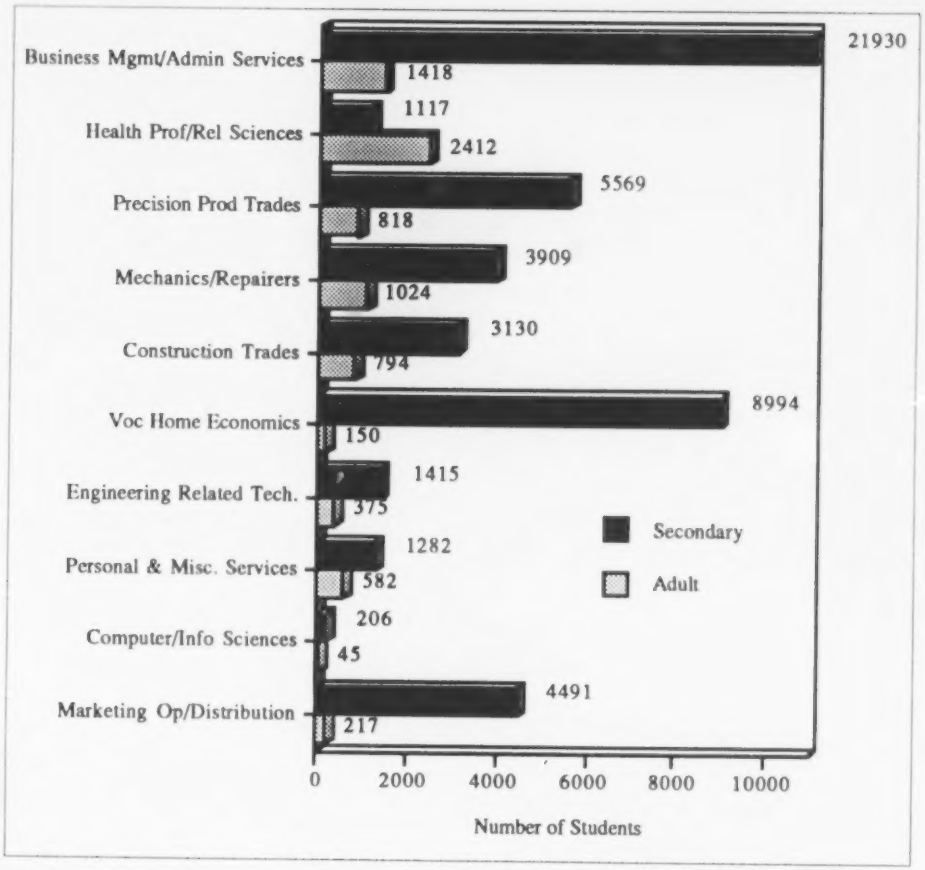
VOCATIONAL ENROLLMENTS
TOTAL SECONDARY AND ADULT ENROLLMENT BY GENDER
1993-94

- Secondary female students comprised slightly less than half of the 1993 (47%) and 1994 (48%) secondary enrollment.
- Adult female students comprised over half of the 1993 (53%) and 1994 (56%) adult enrollment.
- Enrollment declined for both secondary and adult students from 1993 to 1994.
- In 1994 secondary male enrollment remained higher than female enrollment, while at the adult level there were more female students than male students.

TOTAL SECONDARY & ADULT ENROLLMENT



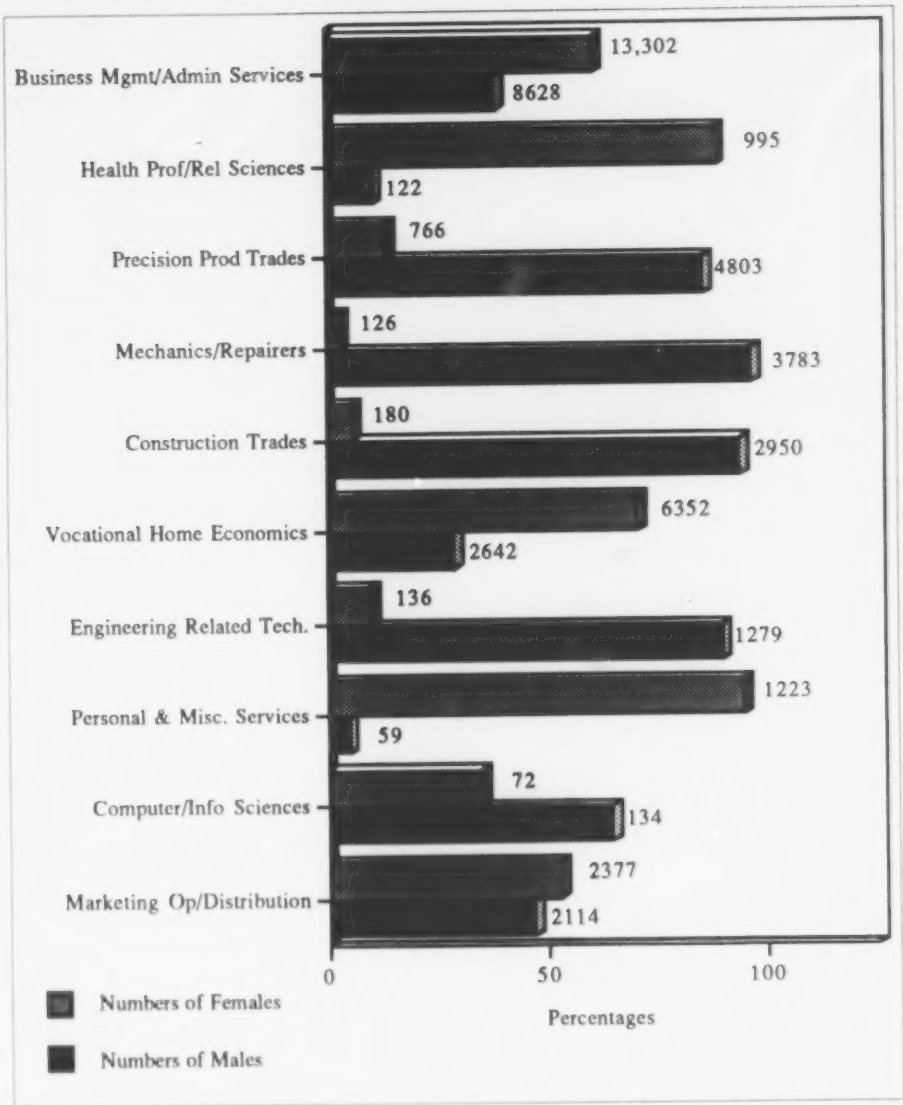
VOCATIONAL ENROLLMENTS
TOTAL SECONDARY AND ADULT ENROLLMENT BY PROGRAM
1993-94



Occupational (Vocational) Education programs are coded using the Classification of Instructional Program (CIP) Codes. Each cluster is a sequence of instructional programs that prepare students in occupational standards. These programs are clustered according to occupational areas that include:

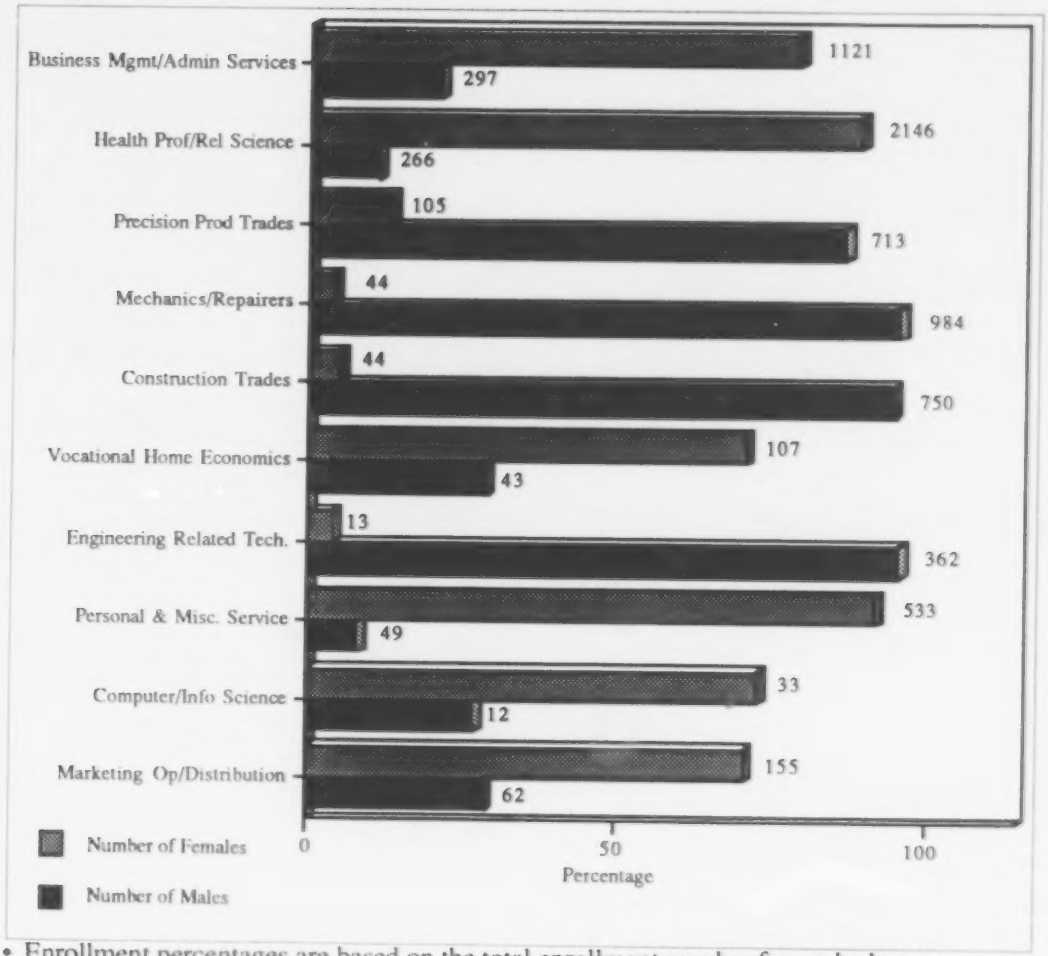
- Business Management and Administrative Services
- Health Professions and Related Sciences
- Precision Production Trades
- Mechanics and Repairers
- Construction Trades
- Vocational Home Economics
- Engineering Related Technologies
- Personal and Miscellaneous Services
- Computer and Information Sciences
- Marketing Operations/Marketing and Distribution

SECONDARY ENROLLMENT BY GENDER
1993-94



- Female enrollment dominates in Business Management and Administrative Services, Health Professions and Related Sciences, Vocational Home Economics, and Personal and Miscellaneous Services.
- Male enrollment dominates in Precision Production Trades, Mechanics and Repairers, Construction Trades, and Engineering Related Technologies.
- With the exception of the Marketing Operations/Marketing and Distribution, Vocational Home Economics, and Business Management/Administrative Services clusters, all other clusters are nontraditional for males or females.

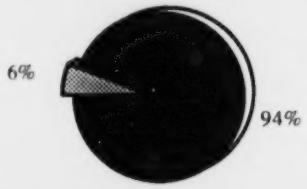
ADULT ENROLLMENT BY GENDER
1993-94



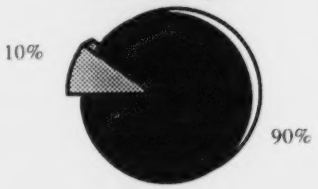
- Enrollment percentages are based on the total enrollment number for each cluster.
- Vocational Home Economics, Computer/Information Sciences and Marketing Operational/Distribution have approximately a 25/75% gender enrollment which means there is a trend toward more equal enrollment. All other clusters remain nontraditional for either males or females.
- Female enrollment dominates in Business Management and Administrative Services, Health Professions and Related Sciences and Personal and Miscellanous Services.
- Male enrollment dominates in Precision Production Trades, Mechanics and Repairers, Construction Trades and Engineering Related Technologies.

SECONDARY NONTRADITIONAL ENROLLMENT TRENDS
1993-94

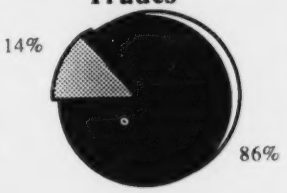
Construction



Engineering Related Technology



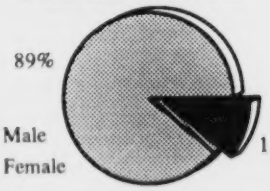
Precision Production Trades



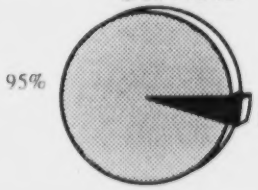
Secondary Male
Secondary Female

Programs are nontraditional for females when the program is dominated by 75 percent or more male students. Secondary male students are predominately enrolled in Construction, Engineering Related Technologies and Precision Production Trades, therefore, these areas are nontraditional for females.

Health Professions/ Related Sciences



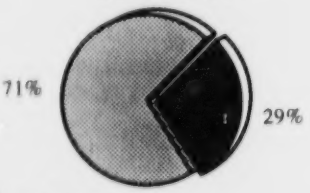
Personal & Miscellaneous Services



Secondary Male
Secondary Female

Programs are nontraditional for males when the program is dominated by 75 percent or more of female students. Secondary female enrollment dominates Health Professions & Related Sciences, and Personal & Miscellaneous Services, therefore, these areas are nontraditional for male students.

Vocational Home Economics



Secondary Male
Secondary Female

Vocational Home Economics has traditionally been dominated by females. For the 1993-94 school year this trend shows male enrollment has reached 29 percent and female enrollment is 71 percent. Therefore, Vocational Home Economics is showing a trend toward a more gender balanced enrollment.

ADULT NONTRADITIONAL ENROLLMENT TRENDS
1993-94

Mechanics/Repairers

Engineering Related Technology

Construction

Precision Production Trades

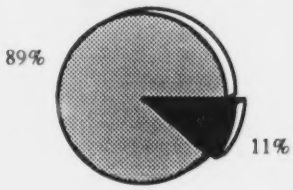
Adult Male
Adult Female

Adult male students dominate in the Mechanics/Repairers, Engineering Related Technology, Construction and the Precision Production Trades Programs. These programs are nontraditional for female students.

Personal & Miscellaneous Services

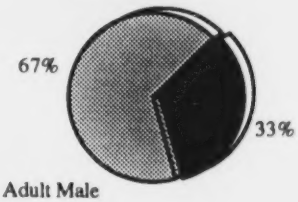
Adult Male
Adult Female

Health Professions/ Related Sciences



Adult female student enrollment is concentrated in Health Professions/ Related Sciences and Personal & Miscellaneous Services. These programs are nontraditional for male students.

Vocational Home Economics

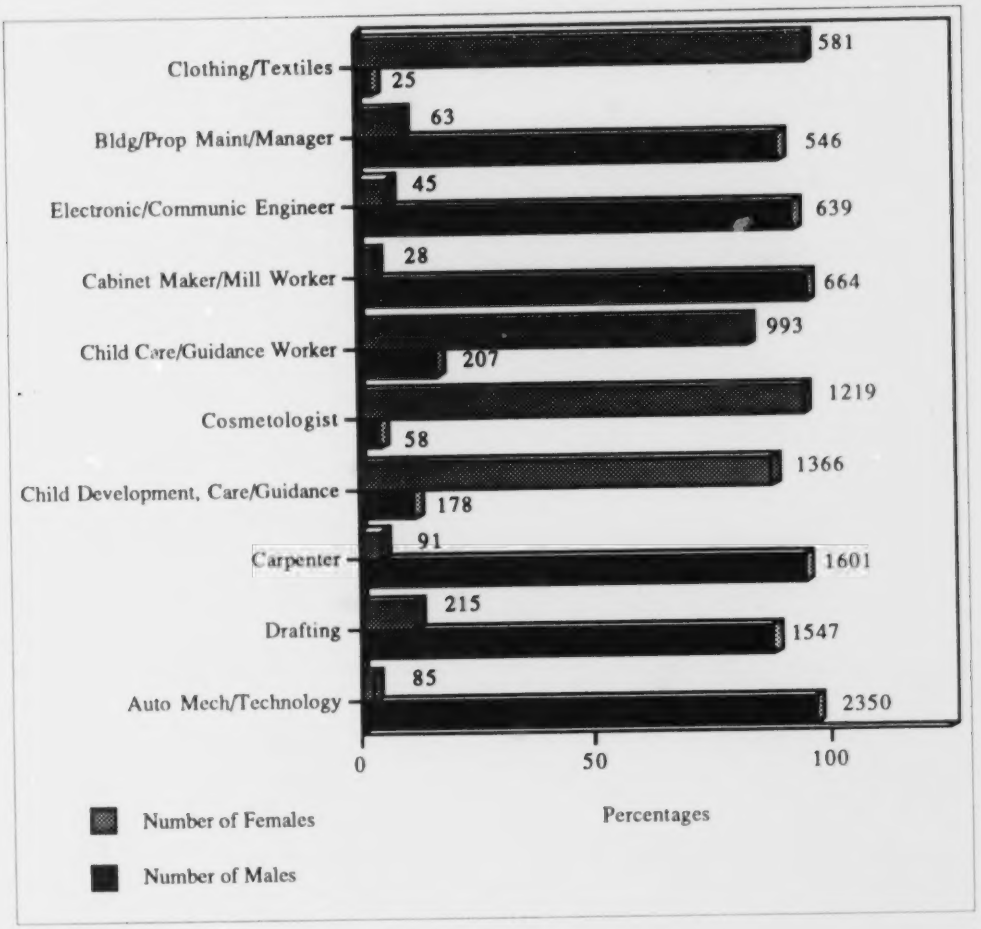


Adult Male
Adult Female

Vocational Home Economics in 1993-94 shows 33 percent adult male and 67 percent adult female gender enrollment. This program shows a strong trend toward a more gender balanced enrollment.

SECONDARY PROGRAMS

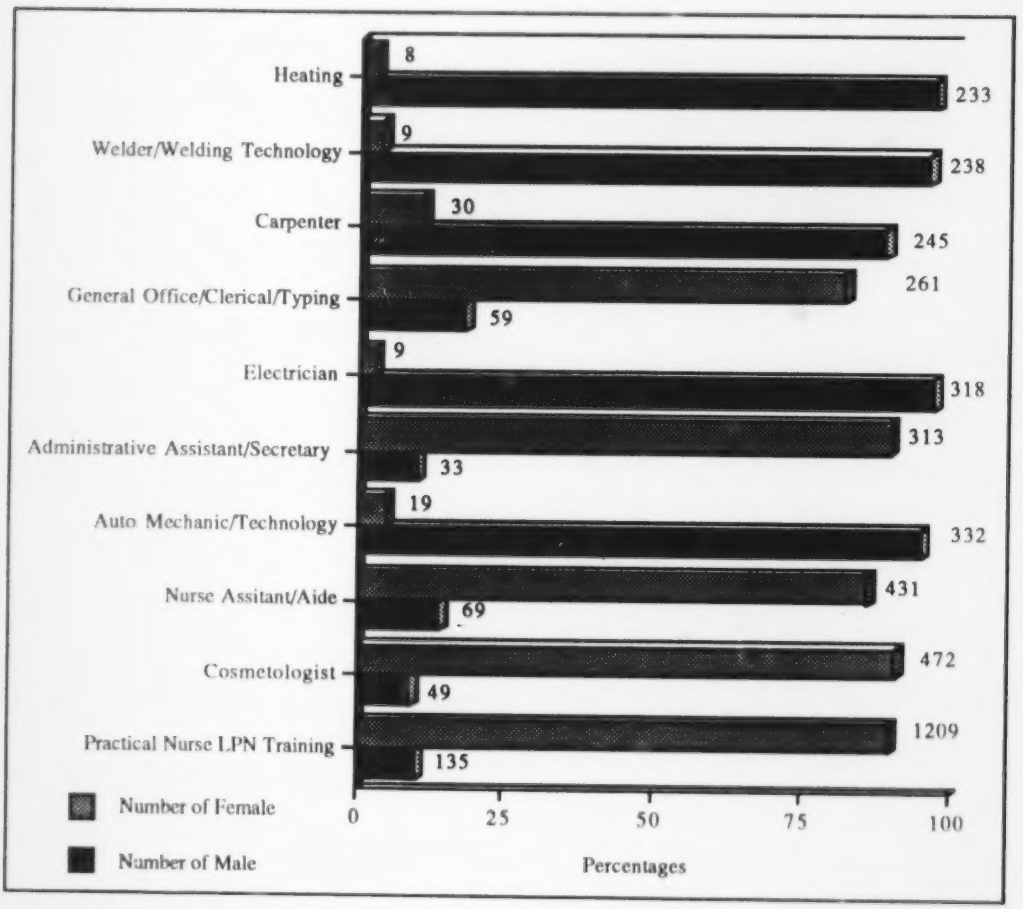
HIGHEST GENDER SEGREGATED ENROLLMENTS
1993-94



- A training program is a component of a cluster of programs that prepares individuals in occupational competencies. For example, the Clothing and Textiles program is a component of the Vocational Home Economics cluster. The above graph displays ten secondary vocational programs with 75% or more enrollment of one gender.
- Male secondary enrollment is concentrated in Building/Property Maintenance/ Manager, Electronic Communication Engineering, Cabinet Maker/Mill Worker, Carpenter, Drafting and Automotive Mechanic/Technology.
- Female secondary enrollment is concentrated in Clothing/Textiles, Child Care/ Guidance Worker, Cosmetologist and Child Development, Care/Guidance.

ADULT PROGRAMS

HIGHEST GENDER SEGREGATED ENROLLMENTS
1993-94



- This graph represents ten adult vocational programs with the highest 1994 enrollment of 75% or more of one gender. A program is a component of a cluster of programs that prepares individuals in occupational competencies. For example, the Heating program is a component of the Engineering and Related Technologies cluster.

- Male enrollment is concentrated in Welder/Welding Technology, Heating, Carpenter, Electrician and Automotive Mechanic/Technology programs.

- Female enrollment is concentrated in General Office/Clerical/Typing, Administrative Assistant/Secretary, Nurse Assistant/Aide, Cosmetologist and Practical Nursing (LPN) training programs.

SECTION TWO

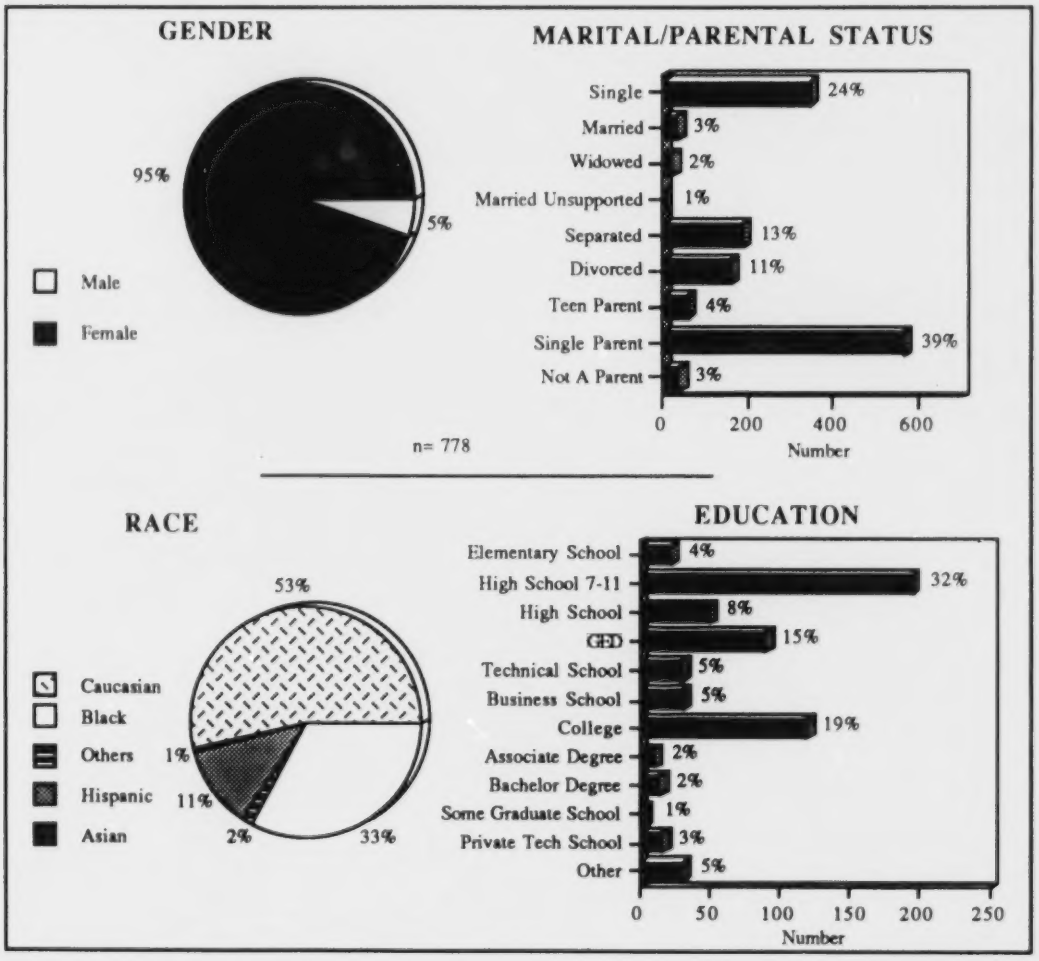
PROFILE OF SINGLE PARENTS AND HOMEMAKERS

PROFILE OF SINGLE PARENTS AND HOMEMAKERS

A single parent is an individual who is unmarried or legally separated from a spouse; and has a minor child or children for which that parent has either custody or joint custody; or is pregnant.

A displaced homemaker is an individual who is an adult; and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or the income of a relative but is no longer supported by the income; is a parent whose youngest child has become ineligible to receive assistance under the program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this Act; is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or is also a criminal offender.

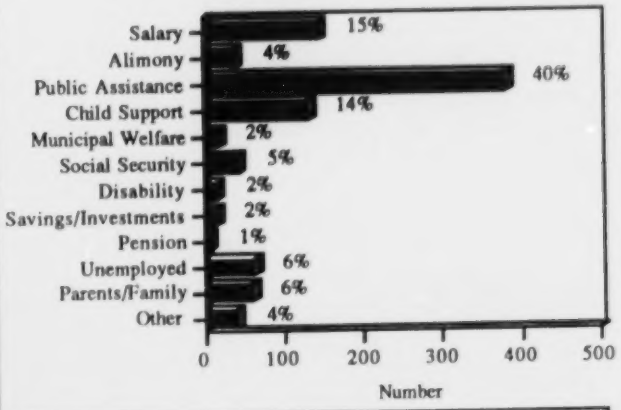
There are a total of 778 respondents. However, some participants indicated more than one response, for example Marital/Parental Status and Education.



Life Skills Center — Montclair State University, Upper Montclair , New Jersey 07043

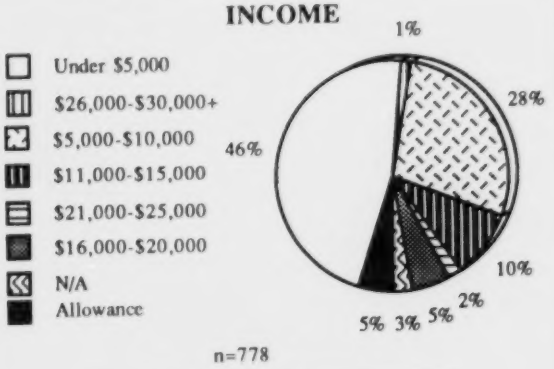
BEST COPY AVAILABLE

SOURCE OF INCOME



Public assistance was the most frequently cited source of income. Participants may have reported more than one source of income.

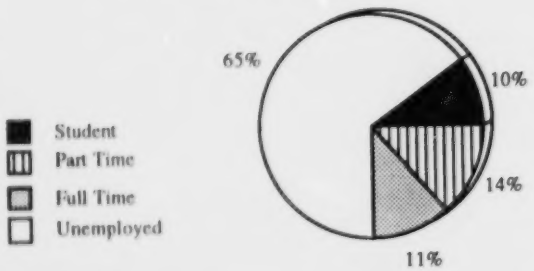
INCOME



n=778

Forty six percent of the respondents earn a total annual income under $5,000. Only 1% earn a total annual income over $25,000.

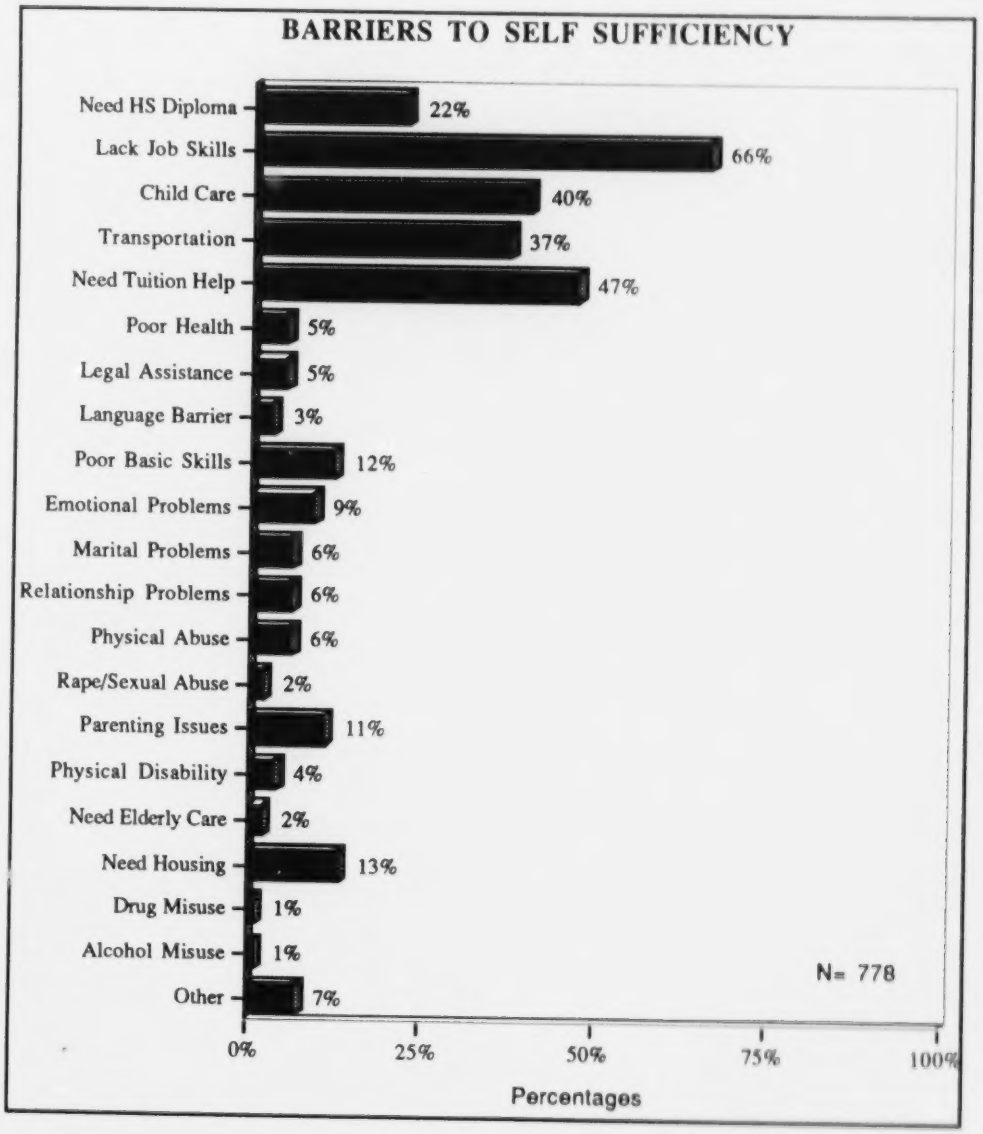
EMPLOYMENT



Only 11% of the respondents hold a full time job. Fourteen percent are employed part time while 65% are unemployed.

SINGLE PARENT AND HOMEMAKER
BARRIERS TO SELF SUFFICIENCY

Participants in Single Parent and Homemaker programs perceived the following as barriers to self sufficiency. The most frequently cited barriers were lack of employment and job training. Child care, transportation, parenting and food stamps/welfare were also among the commonly cited barriers to self sufficiency for the members of this population. Participants may have indicated more than one barrier. There were a total of 778 participants in the programs.



WORKSHOPS ON SITE

Single Parent and Homemaker Services

Life Survival Skills	51%	Job Readiness	37%
Assertiveness Training	52%	Survival Skills	7%
Job Rights	17%	Career Interest	39%
Sexual Harassment	32%	Parenting	15%
Physical Fitness	10%	Child Care	24%
Learning Styles	16%	New Beginnings Pilot	24%
Math Anxiety Test	11%	Home Repair	17%
Entrepreneurial	<1%	Computer Introduction	23%
Nontraditional Career Exploration	53%	Legal Aid	1%

Of the services provided by Single Parent and Homemaker programs, life survival skills, assertiveness training and nontraditional career exploration were each utilized by over fifty percent of the participants. Sexual harassment, career interest and job readiness were other services frequently used.

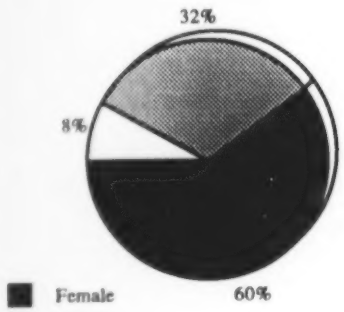
SECTION THREE

PROFILE OF STUDENTS IN PROGRAMS FOR GENDER EQUITY

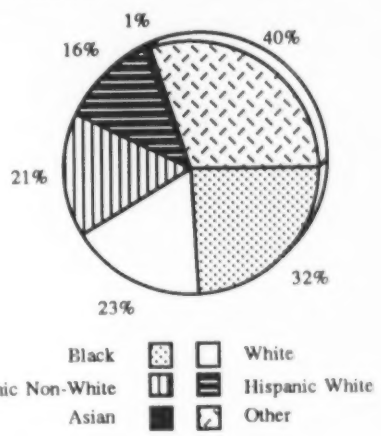
PROFILE OF STUDENTS IN PROGRAMS FOR GENDER EQUITY

In 1994-95, New Jersey's Gender Equity Projects documented services to 536 students. The following charts show characteristics of reported students. Participants may have indicated more than one category as a source of income.

GENDER

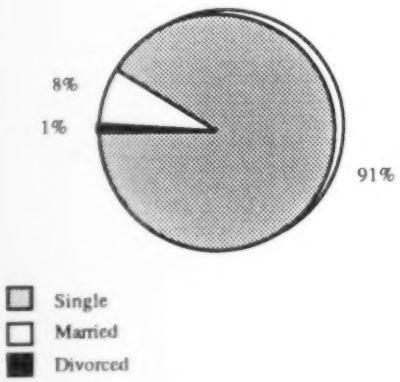


RACIAL ETHNIC GROUP

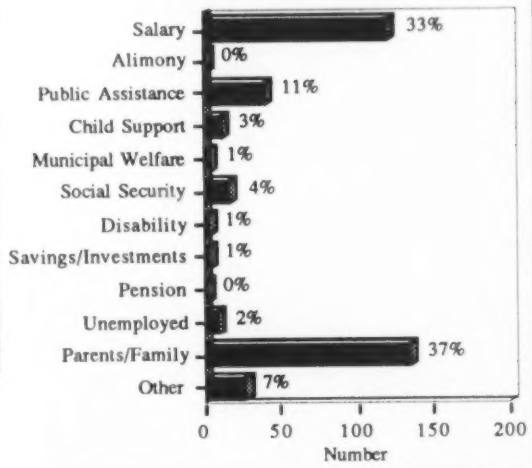


n=536

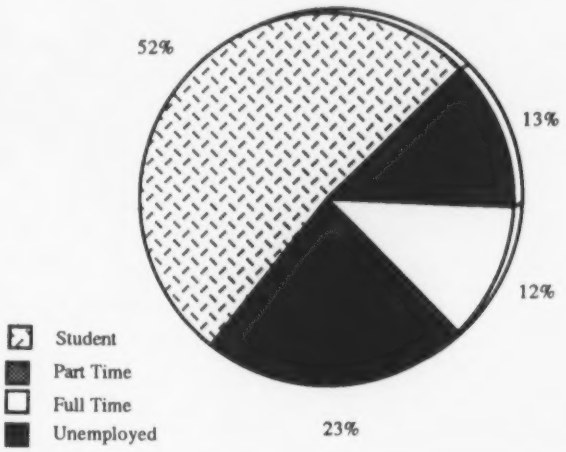
MARITAL STATUS



SOURCE OF INCOME



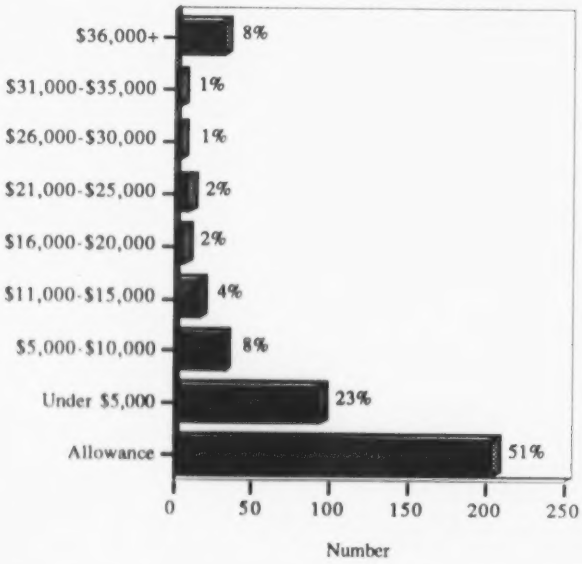
EMPLOYMENT



Only 12% of the respondents held a full time job, while 13% held a part time job. Twenty three percent of the respondents indicated that they were unemployed and 52% of the respondents were students.

n=536

INCOME

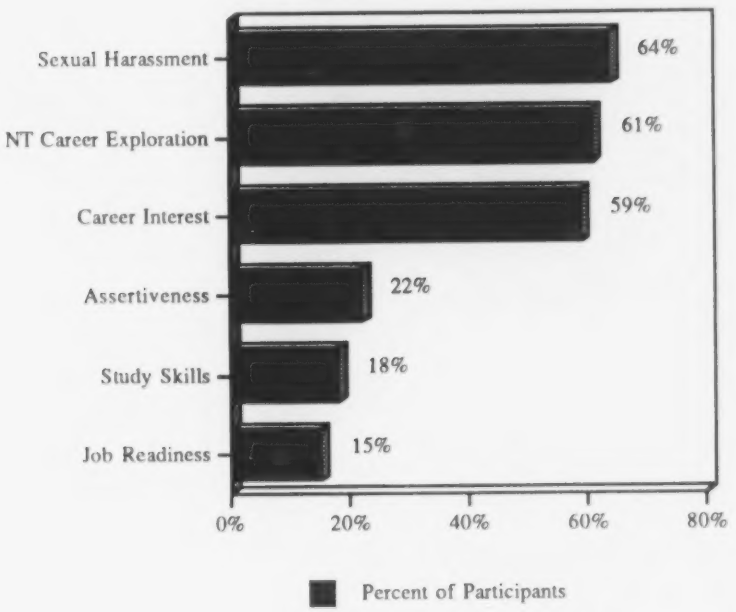


Fifty one percent of the participants indicated that allowance was their main source of income. Twenty three percent of the participants have an income level of under $5,000 per year. Only 8% of the participants earn more than $36,000 per year.

PROJECTS FOR GENDER EQUITY

The increase of gender equity in vocational education was the aim of the five competitively funded programs of Section 222 of the Perkins Act. Various activities were utilized by five responding projects to both remove sex bias and stereotyping in occupations and increase the participation of nontraditional students.

Workshops on Site



N = 536

The six most frequently attended workshops on site were Assertiveness Training, Sexual Harassment Awareness, Study Skills, Career Interests, Nontraditional Career Exploration and Job Readiness.

Other workshops which were less frequently attended but still popular among the population studied were Life Survival Skills, Job Rights, Math Test Anxiety, Enterpreneurial Issues and Parenting.

SUMMARY

The purposes of the gender equity set aside (10.5 percent) appropriated through the Carl D. Perkins Vocational and Applied Technology Education Act are to:

- Increase the economic self sufficiency of single parents, displaced homemakers and single pregnant women through occupational education in high wage, high skill, and nontraditional areas.
- Decrease gender bias and stereotyping in career choice.
- Increase enrollments in career areas nontraditional for a person's gender.

Montclair State University's Career Equity Assistance Center has annually prepared an analysis of enrollment data since 1987. In 1986, the first report *A Status Report on Single Parents and Homemakers Programs in New Jersey from 1978 to 1986*, was released.

The 1993-94 Secondary and Adult Vocational data of approved occupational programs organized by cluster does not show any significant trend toward increasing the number of females or males in programs nontraditional for their gender since 1987. However, program data from the Carl D. Perkins Vocational and Applied Technology Education Act program set aside funds shows significant numbers of students, single parents and displaced homemakers enrolled in occupational programs nontraditional for their gender.

- A trend toward gender balanced secondary student enrollment is exhibited in Marketing Operations/Marketing and Distribution, Vocational Home Economics, and Business Management/Administrative Services clusters. All other clusters remain nontraditional for either secondary male or female students.
- Adult student enrollment appears to be becoming balanced in Vocational Home Economics, Computer/Information Sciences and Marketing Operations/Distribution. All other clusters remain nontraditional for either adult male or female students.
- Vocational Technical Schools are the most utilized educational and occupational services by single parents and displaced homemakers.

Program coordinators, single parents, displaced homemakers and single pregnant women have indicated the following barriers to self sufficiency:

- Lack of employment
- Lack of job skills and training
- Lack of tuition assistance
- Need for child care
- Need for transportation
- Lack of a high school diploma and adequate basic skills
- Housing problems

RECOMMENDATIONS

SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

The following recommendations made in the first report, *A Status Report on Single Parents and Homemakers Programs in New Jersey 1978-1986*, are still appropriate for future career training programs for single parents.

Propositions for the Future

1. Encourage women to recognize the benefits and advantages of nontraditional work roles as the working woman's advantage - the route to higher paying occupations.

2. In order to make the transition from dependence to independence, women need support services. They must have better provisions for decent housing and subsidized child care, health care and transportation.

3. Provide opportunities for high school students to gain knowledge of the status of women in the United States in relation to their role in the workforce and the probability they will need to be gainfully employed for a great portion of their adult lives.

4. Job training for single parents and homemakers must be in areas of growing job opportunities in New Jersey.

5. Entry level jobs for single parents and homemakers should be those that have a clear career ladder and lead to higher-paying work opportunities.

6. Vocational training programs should facilitate access and entry of their participants to both short- and long-term skills training. Whenever possible, short-term training should be a base for cumulative acquisition of skills leading to higher-paying occupations.

7. Employers should be made aware of the opportunity to train single parents and homemakers in Job Training Partnership Act (JTPA) and Department of Labor subsidized programs, as well as apprenticeship training.

8. Quality, affordable child care must be a component of any job training program for single parents and homemakers with dependent children.

9. Sustain motivation to remain in job training through services such as counseling, peer support groups and stipends for child care and transportation.

10. Equitable geographic distribution of single parent and homemaker programs and services must be established in order to provide access for this population.

11. Services must be targeted and developed for unserved areas and populations, and growing populations of single teenage parents and women over 50.

12. Single parents and homemakers agencies must develop linkages with other services in order to offer comprehensive support to their clients, i.e. housing, food stamps, health care, etc.

13. Job search strategies and placement services must be part of all job training programs.

14. In order to increase the number of teenage single parents and homemakers receiving their high school diplomas, support services should be made available to this population, particularly child care and financial aid.

RECOMMENDATIONS

INCREASING NONTRADITIONAL ENROLLMENTS

The New Jersey State Employment and Training Commission's Gender Equity Task Force released a report entitled, *Leveling the Playing Field*. The following recommendations were made to increase the number of females enrolled in programs nontraditional for their gender.

1. All occupational training programs, career orientation programs and school-to-work programs must incorporate gender equity into all areas and all levels of the curriculum. Curriculum revisions should be made a priority of all three producer departments. The Gender Equity Task Force of the State Employment and Training Commission recommends:

   1.1 The Departments of Education, Higher Education, and Labor plan specific program activities and identify enrollment goals to insure that males and females are equitably represented in all training programs.

   1.2 The Departments of Education, Higher Education and Labor require every occupational program, career orientation program, and transition-to-work program to incorporate/infuse equity activities and competencies into the curriculum. The State must take deliberate steps to incorporate equity into materials used in programs such as the Summer Youth Challenge program utilizing available model approaches.

2. Intake staff, counselors, instructors, job developers, case managers, and others who deal directly with clients need professional development assistance in working with women, especially in the area of nontraditional training and employment. Traditional methods do not expose or encourage women to nontraditional options. Awareness, accurate knowledge, and encouragement are key to expanding career options for women. While the staff counselors working with recipients of individualized training vouchers through the Workforce Development Partnership Program are prohibited from "steering" clients to particular types of training, they may be influenced by stereotypical assumptions about female preferences and competencies, or they may simply be unaware of opportunities for female participants in nontraditional areas. All training must include information on awareness and prevention of sexual harassment. The Gender Equity Task Force of the State Employment and Training Commission recommends:

2.1 The Governor's Coordination and Special Services Plan require local areas to provide orientation sessions to JTPA participants on nontraditional opportunities as part of an overall approach to conducting model programs to train women in nontraditional occupations.

2.2 The Department of Labor's Office of Employment and Training Services and the Department of Education's equity office provide local Service Delivery Areas with assistance to meet their mandates under the NEW Act including: information, staff training, resources, and access to national models regarding training women for nontraditional jobs.

2.3 The Department of Labor and the local Service Delivery Areas provide all staff who deal directly with JTPA participants with training on how to increase awareness and opportunities for women in nontraditional occupations.

2.4 The Department of Labor provide employment counselors with information on nontraditional training opportunities and be instructed on how to present information to clients which will expand their options rather than steer their direction.

Although there are no significant changes in overall enrollments through the years, there are increased enrollments of students in programs nontraditional for their gender in set aside programs. In addition, programs such as ASETS (Achieving Sex Equity Through Students) and the New Beginnings life skills program show significant positive changes in attitudes, self-esteem and knowledge about careers. These programs, as noted in this report, need the continued support of Federal and State money to meet the needs of single parents, homemakers and students in New Jersey.